

PSYC 4033: Psychology of Memory and Forgetting
Course Syllabus: Spring 2019

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Office hours: Thursday, 10-1pm
Office room: 310 Audubon Hall
Lecture Time: M, W, F, 1:30-2:20pm
Lecture Room: 103 Tureaud Hall

Course Description

Broadly speaking, memory is at the core of every aspect in psychology, and is fundamental to all other cognitive functions (e.g., perception, decision-making, language). The goal of this course is to provide you a comprehensive overview on the empirical study of memory. You will gain an understanding of the classic and contemporary theories and hypotheses that explain a wide array of mnemonic phenomena, ranging from working memory and consciousness to the reconstructive nature of eyewitness memory. You will also learn to interconnect and synthesize many of these concepts and apply them to real-world situations. We will focus primarily on empirical evidence, enriching your understanding of the methods employed by psychologists to study human behavior and thought.

Required textbook and readings

The textbook we will be using in this class will be **Schwartz, B. L. (2010). *Memory: Foundations and Applications (3rd Edition)*. SAGE Publishing.** I selected this particular textbook because I believe it provides the best and most concise summary of our current understanding of memory (it is also relatively cheap in comparison to other books!).

In addition to the textbook, I'll post brief research articles on Moodle. Some will be optional and others will be required (i.e., they will be tested on exams). Not every article will be discussed in class, so it will be your responsibility to read the articles and ask questions if necessary. Reading research articles will help you gain a better understanding of the reasoning and methods used to examine the different concepts that we will cover in class. This will also help you become experienced with scientific writing, benefiting your progress throughout your college career.

Grading Policy

Your grade in this class will be based on five exams and a final research paper. There will also be extra-credit opportunities (yay!) in the form of in-class **pop-quizzes** or outside-of-class **research participation** (discussed below). Grades will be calculated on a standard percentage scale, with the top 3% of each letter grade receiving a plus (+) score and the bottom 3% of each letter grade receiving a minus (–) score. Given that extra-credit opportunities will be available *throughout* the semester, I will not round-up grades at the end of the semester.

97% - 100% = A+	87% - 89.9% = B+	77% - 79.9% = C+	67% - 69.9% = D+	Below 60% = F
93% - 96.9% = A	83% - 86.9% = B	73% - 76.9% = C	63% - 66.9% = D	
90% - 92.9% = A-	80% - 82.9% = B-	70% - 72.9% = C-	60% - 62.9% = D-	

Exams (90%)

Exams will cover content from the textbook, lectures and the required research articles. *Although class attendance is not graded, attending will certainly benefit you!* As mentioned, there will be **five exams**, including the final exam (non-cumulative). The first exam will be **worth 10% of your final grade**. Each subsequent exam will be **valued at 20% of your final grade**. Exam questions will include a combination of multiple-choice questions, short-answer/graphing questions, short-essay questions, and one bonus question. Although I will not provide a formal study guide for the exams, all lectures will have a series of learning objectives to guide you as you prepare for each exam. Additionally, before the first exam, I'll show you some sample questions so you know what to expect and how to prepare for it.

Exam make-up policy

For medical emergencies and school-sanctioned events (e.g., athletic meetings), I'll accommodate exam make-ups provided that the appropriate documentation is available. You will need **to contact me by the end of the business day** on exam days, unless your documentation covers an extended period of time. Documentation for medical issues or school-sanctioned events should be provided **within 72 hours after the exam time (1:30pm), unless proof of an extended medical condition is supplied.** Once you provide the necessary documentation you will be required to make-up the missed exam **within 5 business days of the exam date**. If, for whatever reason, you cannot make it to class on the day of an exam, I will allow you to make up **one** exam without a documented excuse (e.g., you got a flat tire driving to campus)¹. You are still required to contact me by the end of the exam business day. However, you will need to make-up the exam **within 3 business days of the exam date**. Note that a different exam format will be used for undocumented excuses (consisting mostly of essay-based questions). Failure to contact me to schedule a make-up exam, with or without documentation, will result in a grade of zero, unless you have a valid medical excuse from a doctor that forbids you to contact me within the stated time frame. *The best policy is to always let me know, as far in advance as possible, if you are going to be missing an exam!*

Final Research Paper (10%)

The final paper is intended to develop your scientific writing skills and to extend your knowledge on the empirical study of memory. Particularly, the final paper will focus on applying insights from laboratory research to understand real-world behaviors. You will explore the impact of *photo-taking* (e.g., Snapchat, Instagram, etc.) on autobiographical memory, as a mini case study. To this end, you will read and summarize **three research articles** about the effects of

¹ Per university policy, only documented excuses will be accepted for the final exam.

photo-taking on memory. You'll then draw conclusions from your anecdotal experience with the subject (see "Final Paper Requirements" on Moodle). The articles will be posted on Moodle from the beginning of the semester, so you can work on the paper on a self-determined schedule. However, you will be required to complete "article summaries" for the first two articles. In this article summaries you'll describe 1) *what* the researcher(s) investigated, 2) *how* they did it, and 3) *what* they found. This will allow you to get a jump start on the final paper. Each article summary should be 300-600 words in length, and each one will be worth 2 points of the final paper grade (4% total). The first article summary will be due on Moodle on **February 4th** while the second one will be due on **March 1st (both at 5:00pm)**². You will not write an article summary for the third research article; instead you will incorporate a summary of the third article in your final paper, answering the same three questions described above³. The length of the final paper should be 1500-2500 words (double-space), excluding title and references, and you are required to use APA-style citations (see Moodle for resources). The paper will be due by **5:00pm on Friday, April 12th** (submitted through Moodle).

Extra-Credit Opportunity (5% extra-credit)

You will be able to **earn up to 5% of your final grade** as extra-credit by completing in-class pop-quizzes and/or participating in research experiments sponsored by the LSU Department of Psychology. On random days throughout the semester I'll administer a short (5-10 minutes) pop-quiz during class time. Each pop-quiz will consist of two short-answer questions, and you will receive 0.5% extra-credit towards your final grade for each correct answer. If you do not answer any question correctly, or are not presented during the day of the pop-quiz, you will not receive any extra-credit points. Pop-quizzes make-ups will only be allowed provided a medical excuse, and you will have to complete it within 24 hours of the missed day.

As you will learn in this course, participation in research experiments is crucial for the development of our understanding of psychology. Therefore, for every 1 research credit you earn, you will receive 0.5% extra-credit towards your final grade (you will need 10 research credits to obtain the total 5% extra-credit)⁴. However, given that most of the studies we'll discuss in class use an experimental design in which individuals' memory is tested in-person, I will only allow participation in face-to-face laboratory experiments. **No online studies will be accepted for extra credit.** *Please note that research experiments will be available throughout the semester!* You can sign-up for research experiments by visiting <https://lsuhumanresearch.sona-systems.com>. You can find a folder labeled "Research Extra-Credit" on Moodle with all the documentation and information you will need to participate in psychology research experiments. **IMPORTANT:** Make sure to only sign-up for experiments labeled "PSYC-" and to assign your credits to this course (PSYC 4033)!

² Late assignments will incur a *10% late penalty for every day* the assignment is late.

³ The final paper will thus include summaries for all three articles (see "Final Paper Requirements" on Moodle).

⁴ Note: The total 5% extra-credit grade is based on *both*, pop-quizzes and research participation.

LSU Policy Statements

In-class Behavior

In this class we'll be discussing many interesting and diverse topics, and I encourage everyone to voice their opinion and participate in class discussion. However, please be respectful of the opinions of others. Any negative or offensive comments will **NOT BE TOLERATED**. Students who violate this policy will be referred to the Office of the Dean of Students.

Academic Dishonesty

All students are responsible for observing the highest standards of academic and personal integrity. You are bound by the LSU code of Student Conduct, which can be accessed at [http://appl003.lsu.edu/slas/dos.nsf/\\$Content/Code+of+Conduct?OpenDocument](http://appl003.lsu.edu/slas/dos.nsf/$Content/Code+of+Conduct?OpenDocument). The penalties for academic dishonesty are severe and **ignorance is NOT an acceptable excuse**. I will refer all suspected cases of alleged academic dishonesty to the Office of the Dean of Students. Academic dishonesty includes any act that violates the academic integrity of the university.

Students with Disabilities

Please let me know as soon as possible if you have any special needs for class participation or for testing. I'll be more than happy to provide the necessary accommodations, however, it is your responsibility to let me know. You can come and see me privately before or after class (or during my office hours). If you need more information, contact the Office of Disability Services, 112 Johnston Hall, Phone: (225)578-5919, e-mail: disability@lsu.edu.

Diversity Statement

“LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socio-economic status, disability, family status, experiences, opinions, and ideas.”

<http://uiswcmsweb.prod.lsu.edu/edco/edco/DiversityStatement/item25970.html>

For more information regarding Diversity at LSU, please visit the website for the Office of Diversity, or contact them in 135 Thomas Boyd Hall, by phone 225-578-5736, or by email: diversity@lsu.edu.

Tentative Schedule

The following is a tentative schedule for the Spring 2019 semester. I reserve the right to make changes to the following schedule as needed.

<u>Date</u>	<u>Day</u>	<u>Topic</u>	<u>Readings</u>
1/9	Wednesday	Course Introduction	Syllabus
1/11	Friday	Methods & History	Chapter 1
1/14	Monday	Memory in the Brain	Chapter 2
1/16	Wednesday	Sensory Memory	Chapter 3
1/18	Friday	Sensory Memory	Chapter 3
1/21	Monday	<i>No Class (Martin Luther King Jr. Day)</i>	
1/23	Wednesday	Working Memory	Chapter 3
1/25	Friday	Working Memory	Chapter 3
1/28	Monday	Exam 1	Required Reading(s)
1/30	Wednesday	Episodic Memory	Chapter 4
2/1	Friday	Encoding and Retrieval	Chapter 4
2/4	Monday	Encoding and Retrieval	Chapter 4+ Article Summary
2/6	Wednesday	Visual Memory	Chapter 6
2/8	Friday	Visual Memory	Chapter 6
2/11	Monday	Semantic Memory	Chapter 5
2/13	Wednesday	Concepts and Categories	Chapter 5
2/15	Friday	Exam 2	Required Reading(s)
2/18	Monday	Autobiographical Memory	Chapter 7
2/20	Wednesday	Autobiographical Memory	Chapter 7
2/22	Friday	Memories across the Lifespan	Chapter 7
2/25	Monday	Infancy and Memory	Chapter 11
2/27	Wednesday	Children's False Memories	Chapter 11
3/1	Friday	<i>No Class</i>	Article Summary
3/4	Monday	<i>No Class (Mardi Gras)</i>	
3/6	Wednesday	WM in Older Adults	Chapter 12
3/8	Friday	Episodic/Semantic Memory in OA	Chapter 12
3/11	Monday	Episodic/Semantic Memory in OA	Chapter 12
3/13	Wednesday	Exam 3	Required Article(s)
3/15	Friday	Non-Declarative Memory	
3/18	Monday	Procedural and Implicit Memory	
3/20	Wednesday	Procedural and Implicit Memory	
3/22	Friday	Theories of Metamemory	Chapter 9
3/25	Monday	Types of Judgments	Chapter 9
3/27	Wednesday	Processes in Metamemory	Chapter 9
3/29	Friday	Processes in Metamemory	Chapter 9
4/1	Monday	Feelings-of-Knowing/TOTs	Chapter 9
4/3	Wednesday	Exam 4	Required Article(s)
4/5	Friday	False Memories	Chapter 8

4/8	Monday	False Memories	Chapter 8
4/10	Wednesday	Eyewitness Memory	Chapter 8
4/12	Friday	Eyewitness Memory	Chapter 8+
			Final Paper due @ 5pm!
4/15	Monday	<i>No Class (Spring Break)</i>	
4/17	Wednesday	<i>No Class (Spring Break)</i>	
4/19	Friday	<i>No Class (Spring Break)</i>	
4/22	Monday	Memory Disorders	Chapter 10
4/24	Wednesday	Memory Disorders	Chapter 10
4/26	Friday	Memory Disorders	Chapter 10
5/4	Saturday	<i>Final Exam, 10:00am-12:00pm</i>	Required Article(s)